Caitlin Quinn

Second Grade- Geography

Competency Goal 5 The learner will understand the relationship between people and geography in various communities.

**Objectives**

**5.01** Define geography and use geographic terms to describe landforms, bodies of water, weather, and climate.

**5.02** Describe the role of a geographer and apply geographic tools, such as maps, globes, compasses and photographs, in the understanding of locations and characteristics of places and regions.

**5.03** Compare and contrast the physical features of communities and regions.

**5.04** Identify the absolute and relative location of communities.

**5.05** Interpret maps, charts, and pictures of locations.

**5.06** Identify and describe the people, vegetation, and animal life specific to certain regions and describe their interdependence.

**Dance- Second Grade**

**COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures.**

**Objectives**

2.01 Demonstrate the difference between spontaneous and planned movement.

The teacher will pick out music that is specific to different types of geographic regions. For example they may play Hawaiian music for a tropical region, the students will first be asked to dance immediately to the music. They should dance as if they were the type of geography in that area for approximately 1 minute 30 seconds. After dancing for that period of time the students will be given time to think about the music and plan out in small groups how they will dance and represent the geography of the music.

After performing both activities the students should be asked questions about the difference between the two experiences, how they felt different, which they enjoyed more, and why.

This experience can be repeated several time with different types of music before having the discussion it may also be helpful to discuss why the students chose the different movements for each type of geography, and why they think each music piece was chosen.